



Basic Course Information

Semester:	Winter 2023	Instructor Name:	Dr. Michelle D. Graham
Course Title & #:	ANTH/AIS 108 Indians of the Southwest	Email:	michelle.graham@imperial.edu
CRN #:	15215 and 15216	Webpage (optional):	n/a
Classroom:	n/a	Office #:	ConferZoom (through Canvas)
Class Dates:	January 3 to February 3	Office Hours:	By appointment only
Class Days:	n/a	Office Phone #:	n/a
Class Times:	Anytime	Emergency Contact:	Department Secretary (760) 355-6144
Units:	3	Class Format:	Online Asynchronous

Course Description

This is an introductory course to the early archaeological and ethnological investigation of the American Southwest and Northern Mexico, the geography, environmental adaptation, settlement pattern, architecture, and arts and crafts of the prehistoric Mogollon, Hohokam, and Puebloan cultures, as well as a summary of the prehistory of the Sinagua, Salado, and Patayan cultures; theories of early migration into the Americas and into the Greater Southwest and the prehistoric influence of Mexico; discourse of the cultural diversity of customs, traditions, art, languages, and religious beliefs, as well as social structure of modern day Pueblos, Athapascan and Rancheria peoples of the American Southwest and northern Mexico. (CSU, UC)

Course Prerequisite(s) and/or Corequisite(s)

None.

Student Learning Outcomes

Upon course completion, the successful student will have acquired new skills, knowledge, and/or attitudes as demonstrated by being able to:

- Demonstrate a measurable understanding of prehistoric migration theories into the Americas and the prehistory of the American Southwest and its cultural development.
- Summarize cultural diversity of customs and traditions, languages, religious beliefs and rituals, as well as social organization of Native Americans of the Southwest and northern Mexico.
- Summarize and demonstrate the differences and similarities of the Spanish (summation of the Spanish Mission System), Mexican, and American governments' political programs dealing with the acculturation of Native Americans.

Course Objectives

In this course, students will develop the ability to:

- Describe the diverse geographic and ecological regions and the adaptations of southwestern cultures to a diverse environment.
- Trace the migration routes of the earliest prehistoric cultures and their impact on Pleistocene flora and fauna.



- Describe the origins and development of Hohokam, Anasazi, and Mogollon Cultures, including a summary of the Sinagua, Salado, and Patayan prehistoric cultures, the growth of prehistoric agricultural societies in the Southwest and the influence of Mexico.
- Analyze differences between Spanish, Mexican, and American programs, attitudes, and policies towards Natives of the Greater Southwest and northern Mexico.
- Describe and identify the cultural diversity of customs, traditions, art, languages, religious beliefs, as well as the social structure of modern Pueblos, Athapascan and Rancheria peoples of the Southwest and northern Mexico.
- Demonstrate a measurable understanding of archaeology laws and ethics, and the Native American Graves Protection and Repatriation Act of 1990 (NAGPRA).
- Analyze and articulate concepts of ethnic studies, including but not limited to race and ethnicity, racialization, equity, ethno-centrism, eurocentrism, white supremacy, self-determination, liberation, decolonization, and anti-racism.
- Apply theory to describe critical events in the histories, cultures, and intellectual traditions, with special focus on the lived-experiences and social struggles of Native Americans.
- Critically discuss the intersection of race and ethnicity with other forms of difference affected by hierarchy and oppression, such as class, gender, sexuality, religion, spirituality, national origin, immigration status, ability and/or age.
- Describe how struggle, resistance, social justice, solidarity, and liberation, as experienced by Native American communities, are relevant to current issues.
- Demonstrate active engagement with anti-racist issues, practices, and movements to build a diverse, just, and equitable society beyond the classroom.

Textbooks & Other Resources or Links

Griffin-Pierce, T. (2000). *Native peoples of the southwest* (1st ed.). University of New Mexico Press.

ISBN: 9780826319074 Available through the [IVC bookstore](#)

Course Requirements and Instructional Methods

The unit module for each week will be posted to Canvas on Mondays. **You will participate in a discussion every week from Monday to Thursday, have a quiz every Friday, and an assignment due every Saturday.** Please organize your time accordingly and read the chapter(s) early in the week so you will have notes to contribute to the discussion, study for the quiz, and complete your assignment. The quizzes and assignments will open every Monday, so if you would like to complete them early, you can. *Please be sure to always upload your work well ahead of the assignment and exam deadlines.*

Over a 5-week period, we will cover the entire textbook. At the beginning of each semester, at least one student asks me if it will be necessary to acquire the book, and the answer is yes. Especially for an online class, it is imperative to read the book and use it to complete the quizzes and assignments. *Please make sure to buy it, borrow it, or share it.*

During our final week, from January 30 to February 3, there will be no discussion or assignment, only review and the final exam, which will cover the content of the entire course.

The Department of Education policy states that one (1) credit hour is the amount of student work that reasonably approximates not less than one hour of class time and two (2) hours of out-of-class time per week over the span of a semester. *Because this is a three-credit course, students should expect to invest a minimum of nine hours per week.*

Guidelines for Formatting Written Assignments and Avoiding Plagiarism:

Please prepare and upload written assignments in **.doc, .docx, or .pdf** files. As a rule, sentences should contain a maximum of 12 words and paragraphs should contain between 8 and 12 lines, no more and no less. Try to follow these recommendations because it will improve the overall quality and readability of your writing. Note: If you copy more than three words in a row from a source, use quotation marks or it constitutes plagiarism. Citations containing 40 or more words must be separated from the text in a block quote *without* quotation marks. Please follow the American Psychological Association ([APA style guide](#)) for citations and references and ask the professor for further instructions if necessary. IVC standards of student conduct, including the institutional policy on academic honesty and plagiarism, can be consulted at [Standards of Student Conduct](#). *All course material is run through a plagiarism detecting program on Canvas, so be sure to learn and use the writing tips provided by your instructor.*

What if I need to borrow technology or access to WiFi?

You can obtain a loaner laptop, MYFI device, or other electronic device, by submitting a request form to [Student Technology Support](#)

Course Grading Based on Course Objectives

A total of 140 points can be earned as follows:

Discussions: 4 discussions worth 5 points each = 20 points

Quizzes: 4 quizzes worth 10 points each = 40 points

Assignments: 4 assignments worth 10 points each = 40 points

Final Exam: 40 points

Final grades will be based on the accumulation of points. Canvas automatically converts those points into a percentage grade that I will convert to a letter grade using the following criteria:

89-100 A

79-88 B

69-78 C

59-68 D

58 or below F

Course Policies

Drop/Participation Policy

Initial Engagement

Students who have not taken the quiz or submitted the assignment by the end of the first week of class and have not contacted me through Canvas messaging to express their intent to participate in the course will be dropped.

Due Dates for Unit 1

The first discussion will close on Thursday January 5, the first quiz on Friday January 6, and the first assignment on Saturday January 7.

Late Work Policy

Quizzes and Exams

Quizzes and exams cannot be rescheduled unless it has been arranged between the student and professor **at least 24 hours in advance of the deadline** with a valid reason (documented illness, accident, or other such emergency).

Assignments

Missed assignments can be completed with a 50% penalty. If you wish to make up an assignment, send me a Canvas message to tell me which one and I will re-assign it to you for an extra week. Each assignment can only be extended once; please do not ask for the same extension twice. **I will not accept assignments by Canvas message or email for any reason.**

IVC Student Resources

IVC wants you to be successful in all aspects of your education. For help, resources, services, and an explanation of policies, visit [IVC Student Resources](#) or click the heart icon on Canvas.

Anticipated Class Schedule/Calendar

Date or Week	Activity, Assignment, and/or Topic	Due Dates
Week 1 January 3 – 7 Unit 1	Syllabus, Introduction Chapter 1 Connections Discussion 1 Quiz 1 Assignment 1	<i>Monday to Thursday</i> <i>Friday</i> <i>Saturday</i>
Week 2 January 9 – 14 Unit 2	Village Farming Chapter 2 The Pueblos Chapter 3 The Hopi Chapter 4 The Zuni Discussion 2 Quiz 2 Assignment 2	<i>Monday to Thursday</i> <i>Friday</i> <i>Saturday</i>
Week 3 January 16 – 21 Unit 3	Ranchería Farming Chapter 5 The O’odham Chapter 6 The Yaqui Chapter 7 The River Yumans Discussion 3 Quiz 3 Assignment 3	<i>Monday to Thursday</i> <i>Friday</i> <i>Saturday</i>
Week 4 January 23 – 28 Unit 4	Foraging and Farming Chapter 8 The Upland Yumans Chapter 9 The Navajo Chapter 10 The Apaches Chapter 11 The Southern Paiutes Discussion 4 Quiz 4	<i>Monday to Thursday</i> <i>Friday</i> <i>Saturday</i>



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Date or Week	Activity, Assignment, and/or Topic	Due Dates
	Assignment 4	
Week 5 January 30 – February 3 Final Exam	Chapter 12 Conclusions FINAL EXAM REVIEW	 FINAL EXAM

Subject to change without prior notice